

Managing National Assessment Report

Trident High School

July 2024

FINDINGS OF THIS REVIEW

Trident High School

3 July 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

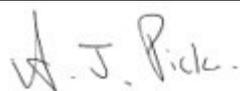
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions and considerations

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Monitor that action plans resolve issues identified in external moderation reports	On receipt of external moderation reports
Credible assessment practice to meet student needs	
Report quality assured practice examination grades to NZQA for use as derived grades	Prior to the start of the external examinations



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12 August 2024

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 11 April 2019 Managing National Assessment Report The school has resolved the identified issue from the 2019 report. The Principal's Nominee reviews the staff and student handbooks regularly to ensure that they are current and fit for purpose. The areas identified in the report were updated, simplified and made user-friendly. These documents are accessed online, and the Principal's Nominee signals changes to staff, students and whānau as they occur. This has helped ensure consistent assessment practice and quality assurance at Trident High School.

External moderation response to outcomes and processes The Principal's Nominee and Heads of Department need to ensure that external moderation outcomes are used to identify trends in subjects where moderators have identified poor levels of consistency between the standard and assessor judgements, and that any identified issues are resolved. Though detailed action plans are developed, these have not yet been effective in some subject areas in improving external moderation outcomes. Teachers of subjects that have external moderation feedback trends of Not Yet Consistent and Not Consistent with the standard should include a review of their internal moderation processes in their action plans. This could include using standard specific specialists outside the school in these domains to verify student work.

In some subject areas materials have not been received by moderators, due to the external moderation team being unable to open the digital documents submitted by the school, as well as due to the NZQA Kahui not meeting in time for the report to meet the NZQA moderation timeline. The Principal's Nominee is diligent in following up on all external moderation.

Examination Centre Audit The 2022 quality assurance check of the school's examination centre identified that the examination centre is compliant.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Trident High School regards self-review of assessment and quality assurance as an essential element of personal, professional and department growth. Regular meetings with the Principal's Nominee, other members of the Senior Leadership Team and Heads of Department ensure that any identified issues are resolved in a timely manner. These meetings are used to discuss assessment issues such as authenticity, timing of assessments, support for students and modifications to programmes of learning. The Principal's Nominee also uses the time to further support Heads of Department with internal and external moderation issues. This is an opportunity for sharing good practice including providing support to each other during the implementation of NCEA Level 1. This has assured senior management that any required improvements to credible assessment and quality assurance are effectively identified and completed.

Assessment and reporting Review of school assessment and reporting practices has led to changes to how the school reports to whānau to ensure that they are receiving the information needed to identify student progress. The school is now focusing on how students are progressing within the teaching and learning of each standard. These reports are sent out every three weeks and are monitored by the Ako teacher and the Senior Deans who work with students and monitor their progress. Staff, students and whānau feedback has been positive. Progress reports are supported by Parent Teacher evenings with the students and their Ako teacher.

Literacy and Numeracy The school committed to the numeracy and literacy pilots in 2022 and 2023 in order to prepare successful programmes that support their students in the completion of the NCEA co-requisite. After analysing achievement data from both years, the school identified a number of actions required to improve student outcomes. Staff professional development has focussed on practices to support students in completing the literacy and numeracy requirements while in Year 10. This was intended to remove some of the pressure of achieving a qualification as students began the reviewed achievement standards in 2024.

Review in preparation for the implementation of the co-requisite has led to changes in the way numeracy and literacy are addressed at the school. The Community of Learning has invested in literacy and numeracy support teachers who have worked with departments on embedding reading, writing and numeracy in all subject areas in the junior school. Students are identified early who may need special assessment conditions or who may struggle to complete the co-requisite requirement. These students are well supported with individual learning plans and extra tuition as required. The school is confident that it will see an improvement in achievement outcomes for their students as data from formative testing has already shown progress for many students.

Review of credible assessment policies There is a strong culture of review at the school that has included a review of what the teachers, students and whānau consider an attempt at a standard. Trident High School has an assess when ready policy but at a point in the year, should the student have attended more than fifty percent of the teaching, and not applied for an extension or missed assessment, the non-submission is reported as Not Achieved. Teachers feel that over time this has motivated students to complete more assessments as they were not happy about receiving a Not Achieved grade and encouraged students to meet their learning and assessment commitments.

Science Technology Engineering and Mathematics (STEM) The school has recognised the low percentage of Māori achievement in STEM subjects. The department is reviewing why there is such a low uptake by of Māori students and will try to put strategies in place to improve outcomes. One of the strategies that they are trialling is to develop more junior programmes in support of all students in STEM. This has included a lot of student choice with a focus on engagement and relevance. The school has increased student options by introducing marine science and horticulture. The Science department has found that students are more engaged by practical learning opportunities. The goal is not only to inspire all students but particularly Māori students to continue in the sciences at senior levels.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Pathway opportunities for all students Trident High School offers many different vocational pathway opportunities for all students. They are the lead school for the Bay of Plenty Futures Academy which supports students to achieve their NCEA qualifications by providing them with alternative programs that are taught within a practical adult working environment. In 2024 this has included a construction trades course which involves renovating a house. The school is also proactive in using the STAR and Gateway funding to best meet the learning and vocational requests of their students. These programmes continue to provide a variety of options for their students to explore different career paths.

Improving achievement outcomes for Māori students Improving equitable outcomes for Māori students remains a top priority for Trident High School, while Māori students are already achieving well above the norm for Māori students nationally. Teachers interviewed as part of this review talked about how attitudes had changed, and deficit thinking has changed to a greater belief in students' ability to achieve. Teachers are tasked to devise and implement strategies that positively impact the learning and engagement of Māori students. This is undertaken by the development of a localised curriculum, 'Tridentified', which has given Māori students an identity and greater understanding of themselves and their potential. The staff also emphasise the importance of opening the world to their students, introducing worldwide topics from a range of subject areas not just focussing on Whakatāne. The school expects these initiatives, together with the implementation of the revised New Zealand Curriculum, to result in improved achievement outcomes for Māori students.

Ensure that quality assured grades based on standard specific evidence are reported to NZQA for use as derived grades The school should report quality assured grades to NZQA so that all students have access to grades if their external examinations are disrupted for reasons beyond their control. In recent years, Trident High School has had a low rate of reported derived grades. The school should aim to embed their benchmark practice external examinations and encourage all students to participate in order to have derived grades available for all external assessments. In addition, the school needs to ensure that all grades from valid assessment opportunities are reported to NZQA in the school's data file submissions. This will ensure that these grades are readily available should they need to be applied for students due to a disruption of their end of year exams.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

The school has effective oversight of the completion of internal moderation processes in each department. The Principal's Nominee regularly reviews entries and results and completes an audit of each department to monitor that published results have been through a completed internal moderation process. The internal moderation process is documented for each internally assessed standard using the school's student management system. The Principal's Nominee's active monitoring

provides assurance to Senior Leadership that the school is reporting credible results and that the process of internal moderation meets with both the school's expectations and those of NZQA.

This review process has led to the Principal's Nominee working more closely with departments that require further support with internal moderation. This includes some subject areas where the verification process needs strengthening. Evaluating the effectiveness of verification partnerships along with reviewing external moderation reports is assisting them to identify issues. The school is now appropriately investigating using suitably qualified subject specific specialists from outside of the college as verifiers. This will help improve the overall quality of moderation within some subject areas that have ongoing patterns of inconsistency with the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Trident High School has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Trident High School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Trident High School has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Trident High School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback

Effective management and use of assessment-related data

Trident High School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Trident High School reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

Effective communication to inform staff, and students and their whānau about assessment

Trident High School has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Trident High School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA’s review of how effectively Trident High School:

- has addressed issues identified through NZQA’s Managing National Assessment review and through the school’s own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and whānau.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school’s review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school’s consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school’s internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school’s assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Staff Academic Guidelines 2024* (Staff Handbook)
- *Senior Academic Guidelines 2024* (Student Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal Curriculum
- Heads of Department for:
 - The Arts
 - English
 - Māori
 - Mathematics
 - Science
 - Social Sciences
- Assistant HOD
 - Māori
- three students.

There was a report-back session with the Assistant Principal and Principal's Nominee as well as an online report back to the Principal at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.